

The University of Chicago

A STUDY OF THE PROBLEMS
ENCOUNTERED BY SENIOR HIGH SCHOOL
STUDENTS IN THE SELECTION OF
A VOCATION

A BASIC STUDY FOR A PROGRAM OF
CHARACTER EDUCATION

A PART OF A DISSERTATION SUBMITTED TO
THE FACULTY OF THE DIVINITY SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

1936

By
FREDERICK ALLEN REPLOGLE

Private Edition, Distributed by
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PREFATORY NOTE

The following pages constitute the "essential portion" of the Doctor's dissertation of the same title. They contain numerous references to the Appendix, which is not a part of the essential portion. The reader who would consult the Appendix is referred to the complete dissertation, which is on file only in the University of Chicago Libraries.



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CHAPTER II

THE TECHNIQUE OF THE STUDY

Purpose

The purpose of this study is to discover, locate, and explore the problems encountered by senior high school students in the selection of a vocation. This study proposes to get an integrative and unitary view of the lives of the individuals studied. Beyond this, there should be detected also the problem patterns for the entire group studied. Having discovered the problems of a crucial vocational nature, they are to be refined and stated as nearly as possible as they were given by the individual or group.

To locate the problems in an objective way, reliance has been placed solely on the technique used. However, the statement of the problem must come from the student and must represent his situation. No great amount of analysis, editing, or prejudice of the investigator is to enter into the interpretation except where special notice is given to this effect. There have been many temptations to go astray into sporadic attempts to read into the data results which do not exist. A rigorous check on this tendency may cause the statements to appear barren and incomplete at certain points. The simplicity of the language of the subjects studied has been maintained in the statement of their cases where quotations are made from oral or written responses. There have been temptations also to go deeper into the social, mental and intellectual aspects of many cases than an exploratory study such as this would warrant. Some of these intricacies, although very alluring, must be deferred for a later study of a more intensive

type with a smaller number of cases and a more refined technique.

This study should serve a purpose in providing some of the ground-work in factual material which may be used in large curriculum units in character building through vocational choice. As such it becomes a resource of basic materials for the developing functional programs of character education to be found in some of the progressive schools. Certain areas need much more analytical study to insure a complete picture of the entire personality. Other studies of a similar nature should add to other aspects of the picture of the total person.

Again, this is not a study in guidance and counseling but it provides a direction in which guidance and counseling may go in the developing programs of character and religious education. To be sure, much guidance and counseling was done in the process of securing these data but since that is not the purpose of this study it is not here included. Where there was so much eagerness to co-operate and so much need, in some of the cases a moral obligation devolved upon the investigator to spend countless hours trying to aid persons in the solution of the most embarrassingly complex life situations (not all of which were in the area of vocational choice).

This study is designed to provide certain facts relating to vocational choice, such as are found to exist in a group of students at a given time in their educational program. The identical facts would probably not be found in any other group similar in number at any given time or place. Thus the facts herein reported pertain only to this group. Consequently wide applications of the results can not be made as safely as could wide application of the techniques for proceeding with a similar research in a different situation and with a different group.

A final purpose of this research is to develop a technique by which persons may become the primary sources from which are secured the first hand data on life problems. The technique is one which with slight modifications is readily usable in almost any group within the school, church, Christian Association, or the community club. But for this study, the technique is not limited to age, educational status, nationality, or classification. The social nature of the technique gives it value in the development of rapport, intrinsic motivation, desirable attitudes, and an ongoing interest.

The method begins with the ongoing experience of the learner in a real life situation and ends in an ongoing experience with increased vitality and interest. From the initiation to the point at which the particular withdrawal is made, referred to as the end, there are numerous stated responses charged with meaning for the individual and the investigator. The method employed in this study provides also for the introduction of the past experiences of the person or group of persons being studied. In fact, all other group and racial experiences which make any contribution may be used. The present and the anticipated future are likewise usable. In so far as they may contribute to the understanding and solution of the problems encountered, all types of knowledge and experience may find their way into use in the wider applications of the method of study.

The Plan

The definite steps in the plan of this study follow those outlined in the article entitled "The Nature and Use of Research."¹ The study is therefore planned along the accepted lines for social

¹ William Clayton Bower, "The Nature and Use of Research," Religious Education, April, 1929.

research. The plan was developed with reference to a natural group in a natural setting, with the opportunity for frequent contacts and the maintenance of group rapport. A number of variant situations were considered, and several plans were experimented with in different groups in country, small town, and city, at places outside the city finally chosen. This "try out" experimentation continued nearly two years, thus better orienting the investigator to the problems involved in such a study. This period of trial also proved valuable in refining of techniques, and the dropping of some and the developing of others which had not been originally planned.

Since it was discovered to be vitally essential to have frequent meetings with the entire group studied, and also with the individual members of the group, a situation was selected where these contacts would be possible. It seemed ultimately that the type of group best suited for the study was to be found in some representative senior high school. Such a group, it was felt, would be quite uniform in attendance and organization. The principle of continuity of attendance, as affecting representative experiences, was also felt to be met in a group of this nature.

The Department of Religious Education of the University of Chicago co-operated to the utmost in locating a high school situation where the research might be projected. A contact was made with one of the leading high schools in the city of Chicago with an enrolment of nearly four thousand. Within a few months, tentative arrangements had been made with a teacher in the social science division of the school and with the school principal, to carry through the program required in the study.

The plan provided opportunity for the director of the study to take charge one day each week of the classes in social science regularly taught by this high school teacher. Additional

time was provided for conferences with individuals or small groups. The teacher in this division met five classes daily in "social civics and problems in the democratic organization of society." These pupils were distributed in the three grades in senior high school as listed on page 25. The teacher was exceedingly co-operative, and very progressive, both in method and in educational philosophy. This fact was of very great assistance, in that the students already had been rather adequately prepared for a program of co-operative research.

There were altogether one hundred and forty-four students in the five classes. These will be recognized throughout the study where necessary as groups three, four, five, six and seven. The numbering of the groups indicates merely the hours in the school's schedules at which these groups met. The word class is being dropped where possible in favor of the word group, which will be used hereafter. As a matter of fact, the class demarcations had largely faded out of this teacher's program, and groups were the usual order of the day. There was from the beginning a very marked co-operation between the school officials, the teacher, the investigator, and the university. The investigator knew only one student in the entire high school at the outset of the research and that student was not a member of any of these groups. The original plan of the research called for twenty-five to forty selected students for the limited case studies. As will be indicated at a later point, the interest and persistence was so urgent that the entire group, except one to be noted later, was taken for the research, and the plan altered somewhat to include so large a sampling of students.

During the first week of the semester the groups were visited by the investigator and observed under the leadership of the regular teacher. The investigator became a member of each

group, sat in the group, and participated in the discussions and exercises of that particular session. As a matter of teaching practice, these classes were organized into self-governing groups with a chairman and other officers and committees as needed. There were short and long time projects, with committee reports and usually some student was in charge of the entire period with the teacher acting as a counselor and guide for the particular officers and committees in charge. At the close of the first day, in one group, and before the end of the week in all groups, students were inquiring of the teacher, "Who is that guy?" "What if that fellow doing here and what does he want?" "Is he an agent or a detective?" "Where is he from?" "Was he sent here by the board of education or the principal?" The teacher did not immediately and directly answer their questions, but gave plenty of opportunity for the discussion of the question, in order to arouse interest. Near the end of the second week the instructor told each group he was ready to answer their numerous questions concerning the new member of the group who had been with them for about two weeks. This was done on a day in which the director of the study was not present.

The following week, which was the third week of the semester, the investigator was given the opportunity to state to each of the groups the particular interest he had in being in the school. Some personal experiences in vocational choice were given by the director and some indication was given of the rapid changes taking place in the world of work. This presentation was given somewhat extemporaneously and was geared as nearly to the needs and interests of each group as possible. No one was asked at that time to co-operate in a study of problems in vocational choice nor was any student given the opportunity to indicate his desire to do so. Following this presentation the teacher conducted

his classes in his own way, and on the usual subject matter, for several days in the absence of the investigator. On these days students came to the instructor to inquire concerning the individual doing the research and to get an understanding of the whole proposition. A number inquired of the instructor if it would not really be a very great benefit to them personally to become a part of the research group and to offer themselves and their co-operation in the study. The instructor was objective but approachable, as was the mutual understanding at the time the study was launched. After four days the investigator again became a member of the groups. At once students came to inquire concerning the possibilities of being included in the group making this study.

A few days later under the direction of the regular teacher the groups came to the discussion of this research. A class project in industrial occupations precipitated the issue. Thus the question of giving further attention to the problem of vocational choice came, by this procedure, to a vote in each of the groups under the direction of the regular teacher, and in the absence of the investigator. Under this vote there came into this study all of the students in the five groups except one. This one feared some intimacies of her personal or family history might be discovered or published, and consequently did not wish to co-operate. There was no insistence whatsoever on the co-operation of anyone and consequently this student was permitted to remain out of the study. Thus the groundwork in initiating the research was actually realized with a total of one hundred and forty-three students in the five groups co-operating. The groups ranged from twenty-three to thirty-seven in number of students per group. The distribution tables later in this chapter will indicate the actual number distribution in the study.

The Procedure

The preliminary setting for the study completed, we move along to the actual schematization of the enterprise. Here, as was also true in the preliminary plan, every effort was made to keep the motivation intrinsic, to have the process push its way through from within the groups and individuals, and to avoid any reversion to extrinsic methods savoring of compulsion or coercion. To accomplish this objective often involved time, and constant attention to the exact psychological approach. This approach was indicated in the initiating of the study, but it was not to be elaborated in detail in each section. By following such a technique of motivation the attitude of the group was maintained at a high level.

Although the objectives of the study were quite well outlined before making the affiliation with this group, it became evident that some modifications in the procedures would need to be made, as is to be expected in a co-operative research enterprise. The co-operator in such a research is not only the subject, who has indicated his willingness to co-operate, but also the investigator, who himself has entered into the agreement to provide an example of co-operation. There was to be no feeling on the part of the students that they were being exploited or used as tools in a project which should have value only for the director. There is evidence that this goal was achieved. Numerous students inquired, from time to time, whether or not the investigator was getting out of the experiment what was needed. Students indicated freely their enjoyment of the discussions, exercises, and interviews, but declared they were unable to see how any good could come to anyone from their own baffling and personal problems. There was a constant resistance to the temptation which sometimes

comes to those who do research in character education to use methods, approaches, and techniques which in themselves are doubtful so far as their educational value for character is concerned.

We are ready now to state specifically the steps in the research as they were developed and executed in this study.

First: There was a general discussion with each group during the regular class session on the purpose, procedure, and possible directions the study might take. The complex task of uncovering vocational choice difficulties was impressed upon the participants from many angles and approaches. Opportunity was given constantly at this point and throughout the study for the fullest possible student response. The teacher-student pattern was abandoned as far as possible and the pattern of a group and counselor at work on a common problem was substituted.

Second: In so far as it was possible to do so, the plan of the study was outlined without the co-operation of the groups which had been unavailable until that time. The plan as outlined is given under the following captions:

- (1) To meet with each group, one or more class periods each week at the regular class hour.
- (2) To have each of the groups write, in the early part of the study, a statement of their greatest problems and pleasures occurring during the past year or eighteen months. A prepared schedule was used.¹
- (3) To summarize these problems and use the high ranking ones as points of departure in one or more group discussions. These problems and pleasures were not of necessity vocational issues as the blank used and the data in the following chapter will indicate.

¹"Problem and Pleasure Report." See Appendix A.

This procedure was introductory and designed to develop a sensitivity to problems and to develop a feeling of group unity and solidarity. This was the initial and the most general of the uncovering techniques. The securing of contrasts between the problem and pleasure areas at once threw students into a consideration of contrasts and extremes in their own lives.

- (4) Each student was to write a free statement, in whatever form suited his individuality, of the vocational problem which was currently most baffling in his attempt to make a choice of his life work. This was a further and slightly more pointed method of getting into this problem by indirection.
- (5) The schedule, "The Choice of a Vocation,"¹ was given to each student. This was checked by each one with respect to the problems of greatest difficulty in the choice of a vocation as represented by that schedule.
- (6) A summary of the high ranking problems in the choice of a vocation was then made by the curriculum committee chosen from each of the five groups. The investigator was an ex-officio member of each of these committees.
- (7) Each committee reported back to its own group, in the rank order of their frequency, the vocational problems for general discussion. These problems were approved by each of the groups and returned to the committee to be broken down into their

¹"The Choice of a Vocation." See Appendix B.

constituent parts and prepared for group discussion. In each case the group was permitted to add new problems to the list submitted by the committee, or ask for a revision of the work of the committee in this breaking-down process. Since there was not always agreement in each group as to the problems of greatest difficulty, it did not follow that each group would discuss the same problem on the same day. Some groups might conceivably never discuss the problems considered at length by other groups. This work of discussion was not the principal part of the study but went one step farther in the uncovering of the problems. Only those problems which were discovered to be of high ranking difficulty in all groups were finally used in the problems reported in this study. These, in the very nature of the case, were few in comparison to the problems which were perhaps crucial to a limited number of students, but were not sufficiently generalized or often encountered. Each student agreed to turn in a paper giving his reaction to the particular problem under consideration, along with his own personal difficulties in that problem; and in some instances he would suggest for some person other than himself how to solve such a problem. These papers were given to the chairman of the committee, who was often the leader of the discussion, and by him to the investigator. After reading and studying them they became a part of the individual case record.

- (8) Throughout the study these problems outlined in advance by the committee became the basis of the

weekly group discussion.

- (9) Coextensive with these group discussions the investigator presented the plan of the research as including also the detailed study of the problem of each member of the group as it related to the discovery of a life program of work. The time and place for interviews and the value of getting this part of the study under way was also indicated. From the initiation of the study individual conferences and interviews abounded. The group discussions and the written work aroused sufficient interest and motivation to make unnecessary constant announcement concerning interviews. The response was voluntary and unanimous. The Appendix includes a schedule of the guide followed in the interviews and in the development of the cases.¹
- (10) Coextensive with this entire program of discussions and interviews each student was asked to prepare an autobiography. Many of these were not long. They were not so intended. They were undirected except as the students were consciously or unconsciously influenced by the developments of the current study. The autobiographies were very valuable in providing a more adequate understanding of the intricate aspects of the problems which particular individuals encountered.²

¹"A Guide for the Study of the Vocational Problems of High School Students." See Appendix C.

²For typical autobiographies see Appendix D.

Since the research called for a limited study of less than fifty students, some alterations had to be made to accomodate the 143 students who now wished to become a part of the study. All the cases were studied. Slightly more than two hours were spent in the interviews and conferences pertaining to each case. In instances where counseling, guidance, and certain forms of rehabilitation were attempted, much more time was spent. While the program of guidance does not become a part of this study this phase of the investigator's service required as much as twenty-three hours time with certain cases of this group. Some cases were much richer in content than others. Some were studied in more detail due to multifarious extenuating situations. Obviously personality differences in facing life problems were also in evidence in the data secured on any one of these cases. Not every category of the guide for the study of the vocational life of an individual was equally applicable to all individuals, and in like manner there were often varying degrees of cruciality in the same problem with two individuals. Moreover, there were many hours spent in the homes of various students. Other students and parents came to the home of the investigator for conference. There were many chance conversations with students on street corners and many moving picture parties with groups of these students. Other case material was secured while with a group on a trip to a social settlement; there were lunch hour and restaurant conversations, as well as telephone reports, correspondence, and numerous other varied types of method.

To summarize the findings in such a many sided study is indeed a difficult problem. It is another problem to refrain from overstating the issue, on the one hand, and at the same time to use the data in every possible way so as not to becloud or leave unused certain vital findings. These problems are all

the more complex in a descriptive and social research enterprise. A third problem is to organize such varied approaches into records which can be used by those who wish to take such an enterprise further, or to use these findings for changing the situations which they vivify. The results will be reported in rank order with percentages and numerical frequencies throughout the study. Case material will be used where possible to illustrate each type of problem. The several methods will vary the style and also give more accurately true pictures of the real problems.

Several other factors relating to the procedure should be observed. Some students already had rather definite plans for a future vocation. This number was limited and no problem area involved more than twenty students. These students were invited to withdraw from the study but did not desire to do so. Their principal reason for wishing to stay in the groups and go through the case studies was indicated as lack of assurance on their part that their present choice was a permanent one. They wished in other instances to give their choices the test of going through this analysis. Since all of these had encountered problems in selection up to this point, and since all were still in school and had not actually entered any vocation, they were continued in the regular groups. Their problems were as crucial and some of them more far-reaching than the problems of those who declared at the beginning that they were frankly bewildered. This very situation, although not sufficiently representative, leads one to hazard the opinion that many high school students who have chosen a vocation are at the same time in a greater need of consideration than those who are still in the process of finding a life work.

Previous to the initiation of the study much time was spent speculating as to whether boys' or girls' problems should be considered separately in a study of problems in vocational choice.

The early intention was to separate the groups in the discussions and also in the development of the cases and report the findings in relation to boys and girls. During the first session with the groups this question was raised by the investigator and was freely discussed by the students. The unanimous student opinion was that there should be no segregation in the study. The question could not be discussed at length because there was no dissenting voice, but students spoke freely in favor of maintaining the group unity and of the similarity of the problems for both boys and girls. The statement which was most freely used by them was, "We must face these problems together in real life, so we should discuss them together now and thus get a greater appreciation of what we all must consider together sooner or later." Thus a preconceived plan of the investigator was modified by the co-operative enterprise. Not once during the study was there an occasion when any student made any mention of regret for this decision, and there was no time when there was any situation in which segregation would have facilitated the enterprise. There were numerous situations which revealed distinct advantages in having the groups maintain their unity.

Out of the consideration of the former paragraph came the decision of the participants that we should give careful consideration to the problem of whether a girl should plan for a career to the same extent as a boy. This problem had already been raised by several students and accordingly it became the consensus of the entire body that such a problem be listed for consideration.

Since this study is especially in the problem of vocational choice, the case data and chapter discussions are limited to those problems. The supporting data relating to social, family, financial, industrial, health, and other problems are not herein

recorded. The vocational choice problems should be thought of as having been brought through the backgrounds of these other data and pointed for this report in the light of these backgrounds.

The process of selecting these real and incontrovertible problems so as to validate the findings to the highest possible degree was patterned according to twelve steps.

First: The student's own statement of his problems and pleasures which was secured in the use of the "Problem and Pleasure Report" schedule, and in which the student was given the opportunity to express by a check and in writing problems and pleasures in any one of numerous areas of which choice of vocation was one.

Second: The student's free and written statement of his problem in vocational choice.

Third: The checking of the specific problem on "The Choice of a Vocation" schedule.

Fourth: The agreement by all participants on the rank and outline of problems for discussion as proposed by the curriculum committee.

Fifth: The written reports by individual students of their reactions to these problems.

Sixth: The oral group discussion of these problems.

Seventh: Interviews with the co-operating students.

Eighth: Conferences with the regular teacher to check the findings of the research against his knowledge and against the academic record of the student.

Ninth: Conference with the Dean of Girls and other teachers to check on specific cases and to complete the record of individual students.

Tenth: Constant observation of the daily work and general student contacts by the investigator and the regular teacher to detect any additional item related to this study.

Eleventh: The counsel of many parents, part-time employers, former employers, teachers, friends, classroom visitors, and in several instances the advice of a psychiatrist and a psychologist was sought to verify data and situations.

Twelfth: An autobiography written by each student with the stipulation that they be free to incorporate in it any desired items of personal significance relating to the choice of a vocation.

The constant application of these many-sided approaches to this study in the midst of a school situation was a complicated problem and yet, because of the excellent co-operation of every person, it was readily possible. There was no attempt made to establish a unique group, to break up the school program, or to inconvenience in any way teachers, students, or school officials. No publicity was given the enterprise except one short article in the school paper, and that publicity which inevitably would result in inter-student, inter-parent, and inter-community discussion as the outreach of such a program began to be felt. Student interviews and committee meetings were arranged at such times and places as were convenient to the student, and least disruptive to school or to personal enterprises.

A total of 143 students were included in the process of this study. The combined five groups were composed of seventy-six girls and sixty-seven boys. The students classified according to year in school were fifty-one sophomores, fifty-three juniors, and thirty-nine seniors. The distribution of academic achievement averaged over the period of time since these students have been in school is indicated in the following table.

The group noted as failure were sophomores who had failed in a sufficient amount of work during the preceding year to make it necessary for them to return to school on probation. Groups

TABLE I

DISTRIBUTION OF SCHOOL ACHIEVEMENT RECORDS

<u>School Legend</u>	<u>Student Frequency</u>
Splendid	19
Excellent	35
Good	65
Weak	20
Failure	4

three, four, and five contained the greater number of poor students, while groups six and seven were high in scholarship.

TABLE II

AGE DISTRIBUTION OF STUDENTS

<u>Age</u>	<u>Frequency</u>
13	2
14	12
15	33
16	39
17	33
18	17
19	5
20	1
21	1

Six of the cases, nineteen years or more of age, were foreign-born students who had been in this country eleven years or less. The seventh student in this group was a young woman, recently married, who had decided to return to school to complete the high school course. So far as was ascertained this was the only married student in the group. The remainder of the group was rather widely distributed in the various years in high school. Not all of the older students were in the junior and senior

classes, nor were all of the lower age students in the lower classes. The distribution, however, was sufficiently uniform to make unnecessary any exacting analysis of the complete distribution.

The problems of distribution of nationality within these groups is not as clear as an accurate study of records might indicate. The statements of students and their parents were used in the construction of this table. The students were all American-born except sixteen. The eight Russian, five of the Italian, and three of the Greek students, as reported in Table III, made up the number of foreign-born. With these exceptions these frequencies have reference to the predominating racial heritage of the parents or immediate family.

Table III

NATIONALITY BACKGROUNDS OF STUDENTS

<u>Nationality</u>	<u>Frequency</u>
German.	26
Jewish.	18
English	16
Italian	13
Scandinavian.	9
African	9
Dutch	9
Russian	8
Scotch.	6
Bohemian.	5
Greek	5
Austrian.	5
French.	4
Irish	4
Japanese.	1
Unclassified.	5

The immediate community in which this study was made is fairly described by the words of a student involved in the study:

I live in the community of _____. In this section of the city nearly every type of person, race, living condition, occupation, income and other things which describe a community is represented. Some of the wealthiest inhabitants are Jewish. There is also a small group of colored people. The inevitable Chinese laundry may be found. At the University (the finest in the country and one of the finest in the world), one may find representatives of the remaining races not represented in the habitual life of the community.

As various as are the racial characteristics of the community the type of living accommodation is even more varied. To my knowledge extreme poverty does not exist in _____, but the extreme lower end of the middle class does exist there. On the community's largest thoroughfares (not the boulevards) this group may be found, in rather old apartment houses. Within a stone's throw of these buildings is located the community's "Gold Coast," and it is rightly named. Here the most modern apartments and hotels and co-operative apartments may be found. There are numerous homes of every possible description and value.

The incomes are even more varied than the types of living accommodations. Incomes vary from fifteen dollars a week for the head of a family to salaries of at least five thousand dollars per month. This, of course, includes only salary. Beyond this speculative earning may account for much more.

Perhaps the occupations of the community are the most variant factor. They range from laborers to judges on various benches of the municipal and federal courts. Some of the world's best known scientists and professional people also live in this community.

CHAPTER IV
WHAT ARE THE SPECIFIC VOCATIONAL CHOICE PROBLEMS OF
HIGH SCHOOL STUDENTS?

The student groups and the curriculum committee were insistent that we proceed at once to the specific problems in vocational choice. They desired this, in order that there would be plenty of time to discuss, in the groups and in the interviews, all the necessary issues. The committee, after some deliberation, and with the counsel of the investigator, decided upon a double approach to the identification of the unmixed problems. Their first proposal was to have each student write a free statement of his major problem in vocational choice. These were not to be long but were to include all the amplification the student deemed necessary to state his problem clearly.

The second method was to use the schedule entitled "The Choice of a Vocation,"¹ which the investigator had placed in the hands of the chairman, along with other possibilities. It was the consensus of the committee that this schedule would aid greatly in identifying the problems. This schedule was given to the students to check the week following the time at which they wrote their own free statements of their most difficult problem in vocational choice.

The high ranking problems from both of these techniques were collected by the committee on curriculum from each of the

¹This schedule (see Appendix B) was developed in a fashion similar to the "Problem and Pleasure Report" and had gone through the experimental use to which that instrument had been subjected.

five groups. The problems were placed on the blackboard in each classroom for further revision and discussion by each group. Several sessions were used in order to locate the problems which were agreed upon by the groups as the ones of greatest urgency. No members of the group or the curriculum committee were informed of the rank order of the problems as taken from the written list or from "The Choice of a Vocation" schedule. Significantly enough, the problems finally agreed upon for study and discussion by the groups, after having had an opportunity to revise their thinking, took the same rank order as those which had been discovered by the use of the individual, written, and checking techniques. Thus the group discussion-checking and that of the individual, written, and checking method were identical in each of the first ten major areas.

The curriculum committee was then instructed by the groups to take these problems and break them down into their more simplified parts and thus prepare them for discussion as curriculum units for the remainder of this study.

Since the major objective of this research was to discover the problem areas and to devise techniques for finding them, not too much attention was given to the development of the units nor the listing of resources with which to further study and explore them. The discussion periods each week in the groups were not centered entirely on the unit for that particular day unless the problem of that unit was the most urgent need. Continued motivation of the individual response in interviews, both with individuals and groups, was being given a great amount of attention.

The students were asked by the curriculum committee to prepare a paper on each of the curriculum units chosen and to turn in these papers at the beginning of each discussion. The oral

contributions of students during the period were noted by the secretary and later given to the investigator to add to the case record of each student.

An essential factor to keep in mind in each chapter is the developing individual case record. Each new unit raised new problems and thus brought students into conference with the investigator perhaps for the first time and perhaps for the second, third, or fourth time. Not all of these discussions were significant and equally interesting to all students. But in the course of their completion every student's situation was touched upon and when that discussion arose the student came to make an appointment for a further elaboration of his case. Group interviews on certain specific problems were arranged. By this time the thinking of the entire group was centered steadfastly on the problem of choosing a vocation.

The responses to the question, "What is my greatest problem in vocational choice?" were written and undirected and are listed here in the categories into which they naturally organized themselves. In addition to the group ranking the problems in each category are also ranked in the order of their frequency in that area. The statements are each quotations. This list is the only one to give us the spread of the specific vocational problems of the entire group.

Sixty-seven per cent of the problems lie in the area of the individual's control or determination. That is, they are problems about which little can be done except as the individual takes the initiative.

- (1) "What vocation shall I choose?"
- (2) "Is it advisable to make many changes in choice?"
- (3) "Does my dreamed-of vocation have a future?"
- (4) "I do not know where to begin to make a choice."

- (5) "Which of the many vocations shall I choose?"
- (6) "How can a person tell what he is fitted to do?"
- (7) "Are many vocations overcrowded?"
- (8) "What financial outlook does the vocation have?"
- (9) "How can I prepare for and get into my vocation?"
- (10) "How can a person become successful in his vocation?"
- (11) "What are the opportunities for promotion?"
- (12) "Am I adapted for what I want to be?"
- (13) "How can I get started in a vocation?"
- (14) "Is there any one thing I could do better than another?"
- (15) "When do vocations become monotonous?"
- (16) "Will I be happy in any vocation I choose?"
- (17) "When should I choose a vocation?"
- (18) "What would be a problem in vocational choice? I may or may not have one."
- (19) "My vocational plans are laid. Should I reconsider?"

Twenty per cent of the group had problems with relationship to school or to getting an education. These fall more or less into specific statements of the situations involved.

- (1) "Should I get an education beyond that which high school gives?"
- (2) "Should I go to college?"
- (3) "What should I study in preparation for a vocation still unchosen?"
- (4) "What subjects should I take during the remainder of high school so as to fit me for some vocation?"
- (5) "Should I go to a special school such as a kindergarten college?"

Thirteen per cent of the group stated problems which were parent or home centered.

- (1) "Shall my parents advise or tell me what to do for a life work?"
- (2) "Shall I follow my father's or mother's vocation as my own?"

The accompanying quotations from these freely-written statements indicate the extent and character of the specific personal vocational problems. One is impressed at some points in these statements with the utter helplessness, purposelessness and confusion in facing the vocational world.

3A8 How do I know if I am adapted for what I want to be? My
3M mind is still a mixture. It's like groping around in the dark. How can I get started and secure my education? I am certain I do not want my parents to put me through the university. I want to do as much as I can myself. How can I feel sure I am doing right? I want to be useful and accomplish something in life. I think I have the ability and that spark, and I want to do something, be something, and to feel that I have accomplished something.

4A4 my parents are half way interested unable
4F to finance it. I intend to wait until I finish school and then go to work. Hope to use that money in training for my chosen career. But I think that I can solve my own problem, because I am going to follow out my ambition regardless of what they say.

4A2 my ambition is to be an organist. This is partly
2M realized, for I play the early Sunday morning service at the Episcopalian church. Problems. . . .I have none except perhaps the problem of time.

4A3 How will I be able to receive gymnastic training which
2F will enable me to be a gymnasium teacher? I chose the wrong course in high school and do not have the credits needed for admission to a school of physical education.

4A6 I don't know what I want to be. I used to like the job
4F of nursing, but I don't care for it any more.

4A7 court reporter; problem is, how after the heavy
4M preparation needed can I get such a position?

4A9 Mother has given me lessons in one line of work. . . .
3F also parents have paid my way through school. My mother wants me to attend college to continue the work begun in the private lessons. I want to attend a school for specialists in the vocation I prefer. Would you go to college and take work in the field I am interested in or would you follow the advice of mother?

4A10 What am I going to take up in college? My folks want me
2M to take pharmacy, but I am none too willing to follow that line. I like work in mathematics and accounting. I hope you may be able to help me solve my problem for the future.

4A11 My trouble is a money matter. I need and want to get
3M training for a career in music. The cost seems prohibitive. Can it be done?

- 4A12 Will being a stenographer or a private secretary have
2F any future or will these persons be replaced by some
machine and therefore be out of a job? Do you think
one could benefit the world in any way working at such
a job?
- 4A16 What shall I do? I want to be either a nurse or a
4F commercial artist and my mother wants me to become a
teacher.
- 4A18 Ambitions? Yes, we all have them, but I am confronted
4M with the problem of an occupation that my parents will
agree upon, especially the theatrical game, which my
parents are both prejudiced against. . . .
- 4A20 This semester is my last in high school. . . . I wish
4M to go to college, but have no funds, although I am willing
to work. Am unable to find a job. What shall I do?"
- 4A23 I am interested intensely in aviation, but my parents
4F have decided for me that I want to be a stenographer.
They won't listen to anything but business because they
think they have chosen the thing I am best fitted for.
I don't know if I will be satisfied with their choice.
Should I follow their advice or not?
- 4A26 I expect to enter the United States forestry service as
3M a trained forester, or perhaps get a connection with the
United States Department of Agriculture, Bureau of
Entomology. The problems that confront me are: (1) Will
the field be overcrowded? (2) Is there a chance for ad-
vancement? (3) Will I be required to take high mathematics
in a school of forestry? (4) Will my fellow workers be
true, honest, hard working and courteous men, or will they
be of an indifferent nature? (5) Will the salary that I
draw be sufficient to support a family, if I should decide
to marry? These and many other problems confront me, but
I am not yet old enough to understand them fully.
- 4A28 I do not know exactly what it is that I want to or intend
2M to do. I want adventure. I want to live a full life
and leave the world a little better than it was when I
came into it. What am I suited for? I am just an
ordinary individual, no special talents, no special wants
and no extra funds. What shall I do?
- 4A29 My vocational choice was teaching. Then my father made
3F me take a commercial course. Now he wants me to change
back to a teaching course and continue on in college. I
think it would put me too far behind. What shall I do?
- 5A6 I have always wanted to become a school teacher. I have
2F talked with older people and they all tell me there are
already too many teachers with degrees doing odd jobs or
nothing at all. My mother would like for me to teach
German. Some teachers tell me there is always room at
the top for teaching. Should I believe either of these
groups or should I change now to another course in some
field which will enable me to get a job when school is
over?

- 5A10 I myself would like to enter the same line of business as
2M my father (wholesale produce merchant) if time will permit me to do so. I want to get a college education first. I also like the ministry, but it will take many years to become a good minister. I am in a muddle. Can you give any help?
- 5A13 Each career I think of seems to have something against it.
3F Is it possible that I could be a successful gymnasium teacher? By my looks it does not seem possible. I don't look athletic. I have a desire to do something or other in an orphan asylum or a juvenile home. But what, in these places, are positions in which one could advance? I want to take care of children, but I want a position in which advancement can be made.
- 5A15 I have a problem, but I believe it can be solved only by
3M practice. I have done many different kinds of work, but am unsatisfied with all of them. There are some kinds of work that I like, but I cannot decide which I like better than another.
- 5A20 My first recollection of choosing a vocation was about
4F five years ago when I visited my father's office and watched with envy a figure with nimble fingers tap away on a machine. That day I decided to become a private secretary, but at some time since that day I have thought I would become a doctor, a librarian, a social worker, a teacher, a musician, a designer, and a writer. As I have never been able to decide, my mother has expressed a desire for me to become a musician. How am I going to come to the point of decision?
- 5A25 When I graduate from high school, I will have no one
4M vocation in mind. I have never specialized in anything. I have worked at a few things, but have found none of them to my fancy. Is there anything to do for me or any hope in me?
- 7A7 My problem is that I don't know where my interest lies.
2F My mother once wanted me to be a nurse; my father, a draftsman, wanted me to follow in his footsteps, but I am not particularly interested in either vocation. I hope your work this year will throw some light on my problem.
- 7A8 I am very perplexed over choosing a life work. At first
3F when I was a freshman I wanted to be a stenographer but now it holds no interest for me. My mother told me to be a bookkeeper, so now I've decided to take up bookkeeping. The thing I would like to do is get some position with a traveling bureau, but that is too hard to do, so I guess I'll do bookkeeping, unless you help me do something different and more interesting.
- 7A18 I chose aviation because I have always been interested in
2M aircraft; because of the high pay; and because my parents advised me to take this. Recently some friends have argued against it and I am a little disturbed by this. Shall I go ahead with it?

5A27 I don't know whether you will remember our little con-
4M versation about two weeks ago pertaining to my problem,
probably not so I will state it briefly. I intend to be
a stock broker and have had enough experience in that
line to make me fairly sure of my choice. My father is
a member of some of the exchanges and therefore I think
it is no more than natural that I be attracted to that
occupation. Now for the problem. How much schooling
should I have? This is another instance of theory versus
practical experience. We have no money to throw away, but
I feel that my folks can afford to give me a good educa-
tion and I personally like a part-time job. Should I
start out into the business world right after I leave
high school? Should I go to business college? Should I
go to college? If I go to college, for how long should
it be? These problems though apparently simple on the
surface have many angles to be considered. I hope I can
help you and you can help me.

The results of the use of "The Choice of a Vocation"
schedule receives next consideration. The account of the develop-
ment and use of this schedule as a quantifying technique was pre-
sented earlier in this chapter. Unlike the student's own
statement of his vocational choice problem, this schedule has the
problems already stated and the only requirement was that the
student check the list. There was the provision for adding
problems not listed, if the student cared to do so. The subjec-
tive element is farther removed in this schedule than in the free
statement of problems.

The problems listed in the rank order as checked by the
entire group follow:

- (1) "Is there any way of determining what you are best
fitted to do?"
- (2) "What am I best fitted for?"

These two questions, similar in character, both appear
in this list, due to the fact that in the preliminary experimenta-
tion in developing this schedule the two questions were most
often asked, and were the high ranking questions in each of the
revisions. Furthermore, they became the high ranking questions
checked by the group. These two questions were buried deep in
the list, deliberately, so as to avoid the possibility of having

them checked often because they were listed first.

The question given third rank is:

- (3) "How can I be sure the work I choose now will be satisfactory in later life?"

The response which was given to this question was unexpected. The question had been placed first in the list because it was not expected to be a question which would be "rated up." This was not a high ranking question in any of the early experimentation with the schedule. However, in this research it did elicit a good ranking. The cases later verified the high ranking of this question and indicated an acute problem area for this study. The question later identified itself with the larger question of life purpose and life direction. It is considered in the discussion of the later chapter on life purpose.

The order of frequency of the remainder of the problems of the schedule is given below without comment.

- (4) "How can I get an education to fit me for my work?"
- (5) "Will I really love my work after I have received my training and am ready to begin?"
- (6) "Should a girl plan a career to continue indefinitely or for only a few years?"
- (7) "How can I tell what occupation will bring me the best returns in salary and profits?"
- (8) "What should I do if my vocational plans and those my parents have for me do not agree?"
- (9) "How can I choose a vocation when I am familiar with only a few?"
- (10) "How much consideration shall I give to my interests and capacities in choosing a life work?"
- (11) "Is there more opportunity to do the world good in one vocation than in another?"
- (12) "How shall I decide what to do? 'Dad' will give me money to go to college, but I don't know what to take, and anyhow I don't want him to pay all the bills."

- (13) "How may I know the physical, educational, and other requirements for the various vocations?"
- (14) "Where am I to get information concerning general and special vocational fields?"
- (15) "Should a boy plan to spend all his life in one vocational field or should he expect to make a number of changes during his life time?"

The actual problems in choice cluster much more around a few items on the check list than they did in the free statements of the students themselves which were listed at the beginning of the chapter. However, the reader will observe that beyond the first few problems of high ranking importance on the check list there was also a widespread ranking and rating in the last twelve problems listed. A number of these problems are also similar in character to some of the scattered problems in the free written statements at the beginning of the chapter. This undoubtedly indicates the individual character of the experience of vocational choice and is further evidence of the principle of individual differences so often found in other areas of life. Although life work is essentially a social experience it is in its initial stages of choice very personal and individual in character.

These last twelve problems as ranked in the latter part of the check list are in many instances segments of the larger problem areas relating to fitness for a vocation or the uncertainty connected with the very nature of the choice itself.

Perhaps this chapter with its free and guided statements provides more information on the range of the problems in vocational than it does on the specific problems in the experience of choosing. Some indication is given by both techniques used in this chapter of the areas in which problems begin to cluster.

The group discussions, group and individual interviews, and the development of related problem areas explored further the entire situation and modified noticeably some of the initial

groupings and rank orders. As the cases developed the individual problems were also brought out sharply and the personal and social relations in each case became apparent.

Chapter VI will resume the discussion of the involved and confused situations which were discovered to be conditioning factors in making clear and distinct the specific problems encountered in choosing a vocation.

In order to fully utilize the results of the use of the check list it will be necessary in Chapter V to analyze the replies of those who had made a tentative choice of vocation, the reasons for the choice, and the continuing problems faced due to the unstable nature of their decisions.

CHAPTER V

INFLUENCES WHICH HAVE BEEN DETERMINANT IN THOSE WHO

SELECTED A VOCATION

The initial data for this chapter were secured from the replies on the last page of "The Choice of Vocation" schedule. These were later completed through the interviews and verified for purposes of picturing, if at all possible, the problems encountered by those who have already come to a tentative decision on a vocation.

The question is raised here concerning the ability of the average student to analyze sufficiently the determining factors in his tentative or permanent choice of a vocation. Perhaps no person is able to determine in an objective way what the social pattern was which, in its detail, brought him through to the specific vocation he now holds. This is another problem which needs some objective quantifying techniques. For our present purpose the assumption must stand that the individual's own version, along with that of the techniques used in case study and analysis, are as adequate as any available.

From the data secured through the written statements and pointed interviews with students and others who knew these students intimately it was discovered that personal interests and a limited experience in certain vocations had a greater influence than any other factor with those having made a vocational choice. This statement may be further elaborated to indicate these influences under such categories as are here listed in rank order.

- (1) Interest developed through some work experience
- (2) Interest developed through the experience of some friend or relative

- (3) Theoretical knowledge gained through reading
- (4) Observation
- (5) Love of adventure
- (6) Excitement
- (7) Love of conflict
- (8) Travel
- (9) Speeches
- (10) Personal appeal and enjoyment

The second group of influences of a causal nature are those which fall under the category of the home. They fall into the following rank order.

- (1) Parents
- (2) Brothers
- (3) Sisters
- (4) Relatives
- (5) Boarders

The third ranking group of determining factors have to do with the vocation itself. They are in order as follows:

- (1) Future possibilities of the vocation
- (2) Salary or possibilities of income
- (3) Chances for promotion
- (4) Opportunity for success
- (5) The possibilities for new jobs or positions branching off of, or growing out of, this vocation.

It will be noted here that salary was given some consideration by those who have made a tentative choice. Those who are just now facing the problem have given little consideration to the matter of salary. All of those who have made a tentative choice have had part-time work, and are already salary conscious, while the work experiences of those who have not yet chosen are less constant. Vocational experience brings the matter of income to the

forefront in the picture as soon as self support must be substituted for family support. The final summary of all the cases does not give salary as high a position in the above ranking as the original checking of this item gave. Some of the problems of income were later discovered to have their roots in areas other than salary.

The fourth group of vocational determining influences have avoided categorical classification and are ranked as miscellaneous or general influences.

- (1) Friends
- (2) Relatives (other than those in the home)
- (3) Reading
- (4) Teachers
- (5) Advice of prominent persons
- (6) Doctor's advice
- (7) Examples of success and failure
- (8) Talks given by various individuals

The fifth group of determining influences involve the service opportunities of the vocation as are comprehended in the following statements:

- (1) Good which can be done in the world through this vocation.
- (2) Is the vocation helpful to human beings?
- (3) Is this a vocation that will benefit all of life if it is pursued?

The sixth and final group is found within the scope of the school and the educational program.

- (1) Elementary school marks
- (2) High school marks
- (3) General school influences

Many will be astonished to find the school influence in the lowest rank in the vocation determining influences, and to find the school's only stated contribution to be an intangible

school atmosphere. The general opinion is held that the educational system is of more than passing importance in determining vocational direction. Meeting student need in this great problem does not seem to be a part of the elementary or high school program. The situation becomes more astounding to the religious and character educator with the observation that church and the influence of religious motivation were not mentioned at all. A definite effort was made in the interviews to find specific things the church or the intermediate school had done to aid these students in the selection of a vocation or in finding a life purpose. This effort was fruitless.

The school in which this study was made is not greatly to be criticized. It ranks with the best high schools of the country, is approved by all the agencies accrediting secondary schools and has won recognition in many types of interscholastic participation. The churches which these students attend are likewise generally recognized as among the leaders in their respective denominations. The distribution of school achievement is an indication that these students possess the intelligence to do academic work. Perhaps the students who delay for some time their tentative choice of a vocation may find some aid in later institutions and experiences, which the students of the present generation are not able to secure.

The total percentage of students in this study who have made a tentative choice is quite low, being nearly fourteen per cent. The chapter dealing with the changes made in the choice of a vocation among all the cases of this study will reveal some of the situations which make it difficult to tell which are the students who have actually chosen a vocation. It would seem almost true that the discussion of the present chapter has to do with tentative rather than final decisions in choice. Careful

questioning and analysis of those cases which reported they had made a definite final decision revealed the recency of some decisions and the record of previous changes, as so evident that to consider the present choice as final would have been folly.

Chapter XI will summarize the vocational histories of these cases. In it earlier choices, changes in choice, age at which choices and changes were made, and the reasons for the same will be discussed.

CHAPTER XV

CONCLUSIONS AND IMPLICATIONS

This study has many implications for the program of character and religious education. A number of these have been indicated in connection with the discussion and the data which revealed them. In the margin there are also a host of implications for the growing field of personality development which is so completely diffused with the possibilities for the growth of character through vocational choice.

The content and the implications of this research differ in some respects from other tension areas in the high school age. Adjustments relating to recreation, social relationships, and sex, also in the center of the adolescent stage are acute along with the selection of a vocation. Although the selection of a vocation is a big problem it is in many cases not so immediately critical as are those which are burning for some solution or decision before the end of the day or week. It is doubtful if any problem holds within it more power for future adjustment or maladjustment than does the vocational. This realization dawns usually after the close of the high school career and when the task of entering a vocation is the immediate next step. It is too often a problem in retrospect and the clinical psychologist and psychiatrist are called in to prescribe occupational therapy. The life work problem for the high school student is very deeply enmeshed with the problems of the family and problems of the immediate environing social situation. The thinking and experimentation on the problem of vocational choice by the students in

this study was definitely limited by their limited social experience. Family vocations, ideas, advice, conversation, needs, and ideals are the circumscribed orbit of thought and experience for the majority of high school students. These students, for the most part, lived at home and their social and economic life was home centered. This factor undoubtedly has many advantages but at the same time it does offer a limitation in the area of vocational choice, which is perhaps more fundamental than in some other areas such as the recreational and boy and girl relationships where much experience is possible in the early years of childhood and adolescence.

Another observable situation in this study was the varying degrees of culture. Perhaps this might be termed the degree to which certain civilizations condition the situation of the person and the group. Economic status, living conditions, educational levels, and opportunity, literacy, sensitivity to cultural stimuli, and the entire range of possible responses were noticeably variant. More evident than this variation in the American-born group was the uneven cultural status of the foreign-born and those of the more repressed races in America. The cultural level points the vocational problem into the personal consideration almost entirely. For this reason some of the frequencies in the study have a decided spread and fail to cluster on given points which the reader might expect to find.

As could be noted in any other study implicating the older and younger generations one would expect to find also in the vocational area the failure to understand the language and the thought process of the older generation by the younger or vice versa. The development of science and the specialization of life has made it a difficult task for the older generation of parents and grandparents to understand much of the language and

the terminology of the youth of high school age. These students talk about vocational problems, possible vocational choices, reasons for these choices, in language which their elders **do not** enter into largely because of the new words and a terminology with which they are unfamiliar. Often for this reason the child may be urged by the parent to enter such and such a vocation because it is the one with which the parent or the grandparent is on speaking terms. Scientific and pseudo-scientific language is in many instances not the possession of the adult.

The inadequacy of the school, the church, and the home to meet the urgencies of the vocational problem has already been discussed in various phases of the interpretations. It should be borne in mind that these institutions are not so much unwilling as they are incapable of giving assistance under their present level of institutional achievement. In too many instances there is an indifference which amounts almost to a satisfaction with their program as it is. That these institutions realize at all the possibilities for character and personality growth which lie dormant in the right choice of a vocation is an open question. Judging from their behavior and the resistance they offer to program revision attempts, it would seem that the vastness of the possibility has not yet been envisioned.

A very noticeable fact in high school students is their limited experience. They are so limited in vocational experience either of a practical or ideational type that to give any sustained attention to the problem of vocational choice is difficult. This made the problem of motivation extremely difficult at some junctures in this study. The experience of the investigator was often used as a stimulant to get the student actually to supply what valuable experience he had to relate. Although high school students are rapidly reaching maturity it is very doubtful if they

are ready to make lasting vocational selections. This does not conform to popular opinion but does check with some of the practices developing in the institutions of higher learning. A real service which needs to be done in the developing social order is to provide more vocational experience of a practical nature to balance acquired academic knowledge which in many situations never touches the past vocational experience of the race.

It is a very real question whether the high school student coming through his sequestered educational experience is ready to make a life decision of so great import as that of a life work. Provision for a greater sharing in the program of the community and some determination of its policies by high school students might be one factor to speed maturity and also increase the bulk of experience which would issue in more mature judgments based on a greater amount of factual data. Here is a problem for the secondary school curriculum maker and administrator with social vision and a concern for his product in the world tomorrow.

The cases used in this study had not learned the value of their own experiences. A story taken from a book or the account of what some other person had done carried more weight with them than a similar experience of their own which was, in fact, more complete and richer in content. One need not look far for the reason and this fact can be duplicated in much of adult life. The transmissive method in education, the glorification of the heroic experiences of yesterday, and the failure to use democratic processes were among the leading reasons uncovered for this situation existing in this group.

High school youth have a very naive conception of the maelstrom in which the economic and political world has been caught. They hear some discussions of the situation at home but

their minds at the time are more engrossed in some social problem or engagement. Their home and school life is in the main a cloistered one as it relates to these issues. They realize that there is not quite as much allowance as formerly and that it is going to be hard for them to go to college, but it always has been. They still have the assurance, from themselves, that they will be able to find a job and that by some magical process they will succeed as did the boys and girls in the stories on which they fed their minds in childhood. Facing reality for them has in many cases not come. Those who must go to work at the close of the high school career await that experience. For those who go to college going to work or choosing a vocation can be delayed perhaps another quadrennium.

Concrete evidence of these many limitations in background and experience was to be found in the data on the life purposes of these students. Attention is called to the fact of ephemeral and surface purposes as revealed in that analysis. This is not to imply that these young people were not serious and desirous of digging deep in order to save their own souls. However, their equipment with which to do this was inadequate. As a consequence they spent a great amount of time in taking very seriously a number of problems which are ultimately inconsequential. When one considers the amount of scientific knowledge these students had obtained and the ability they had to find their way around in the story of civilization, it seems only reasonable to assume a limitation when they appear so helpless in the location or solution of some of their current problems. The materials with which to solve some of these current problems are often more easily available than for those which they had solved in the school.

The experience level of high school students further impresses itself in the inability to analyze the self or the situation immediately encountered. Here again the fact that solutions have often been handed out to order by parent, teacher, or preacher may be the explanation for the refusal to give real thought to self solutions and self understanding. The false vocational standards as evidenced in the short and the long look on problems of life work is another index to a faulty system of training. This training while picturing the lure of the immediate in the vocation has failed to give the long look which extends to the possible life outcomes. Here again is a great field for character through vocational problem solving. The challenge to develop persons who can discover techniques for studying their own problems and come to some tentative solution with possible next steps for the future is one which comes out of this study. At this point a dynamic program of education through creative experience seems to be the hopeful solution. Through this procedure there can be the analyzing of many situations and the outlining of many possible solutions with the selection of the desirable outcomes for the present and for the future.

Perhaps choosing in terms of a vocational direction instead of a specific vocation offers more by way of guidance to the high school student than other procedures which might be suggested. If the work of the world should be divided into the natural sciences, social sciences, humanities, and the arts, and individual ability be generally located in terms of these general directions the problem of choice would be greatly simplified. On the arc of any of these there are thousands of vocations any one or group of which might in the developing years be engaged in by the persons who are now decided only on the

direction. To get a general or if possible specific rating on the individual as to whether his abilities and dispositions run in the direction of work with people, things or ideas might also offer a way in which to begin. This study is not one in technique, but this brief and simple analysis is a logical outcome of the deliberate attempt of so great a number of these cases to find the specific niche into which they might fit the first time they made a vocational adventure. The philosophy of vocational direction might be an approach to use in the developing character education program.

As the data have revealed, most of the dreaming and the conscious preparation of these young men and women is in terms of the old vocations. That is, the newer vocational fields have attracted only a limited number. There was some concern about the future of vocations and whether or not some which were under consideration might disappear in the next few decades. The larger horizon on which new vocations are likely to appear was not much thought of, or discussed except as the idea was injected by the interviewer. The social frontier, the changing world, the new economics and the possibility for many new vocations non-existent or existing only in embryonic form at the present, was not in the thought pattern of the group to any marked degree. The vocational area offers one of the largest opportunities for adventure, creative experience, and initiative of any of the fields of human endeavor. It has been suggested that the world of tomorrow may find most people following at least two vocations. The one will be used to make a living and the other will be a vocation for living. Only a few of the latter are now existent but they will develop rapidly now since man has for the first time in history conquered and won over the perennial problem of making a living.¹

¹From unpublished class lecture by Professor Henry Nelson Wieman, The University of Chicago, Summer Quarter, 1934.

The possibility for launching an energetic program of character building through vocational choice looms larger with each successive statement of the untouched areas which might be explored and used as sources in such a program.

